

community learning and development

ANNUAL REPORT 2014/15

PEOPLE



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COMMUNITY LEARNING AND DEVELOPMENT

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COMMUNITY LEARNING AND DEVELOPMENT ANNUAL REPORT 2014/15

1. FOREWORD

A warm welcome to the Annual Report of Scottish Borders Council's Community Learning and Development service (CLDS) for 2014/15.

CLD work with many organisations and community groups to provide community based learning opportunities that make a difference to people's lives through:

- Working with communities to meet their own needs, and supporting them to make their own decisions
- Working with children, young people and families to help them achieve their potential
- Community-based adult learning, including adult literacies and English for speakers of other languages
- Supporting people to volunteer in their communities
- Supporting vulnerable and disadvantaged groups in the community, such as people with disabilities, care leavers or offenders
- Guiding people into the best learning opportunities for them in their communities

This year we saw several inspiring examples of how CLD has supported people of all ages to improve their life chances at the "Making a Difference" seminar in May 2015. The event illustrated how CLD partner organisations and community groups are successfully working together to plan and deliver learning in local communities.

As you will see this report contains many exciting examples of successful groups developed through partnership in communities across our region and details the ambitious partnership programme driven by the CLD Strategic Partnership.

I am confident we will continue to see continued success as the CLD service develop their work with partners to implement the three year Strategic Plan.

Kevin McCall

Senior Lead Officer

(Employability and Community Partnerships)



2. INTRODUCTION

2014/15 has been a very busy year for the CLD service in Scottish Borders.

The service has invested considerable capacity over the last year to develop local partnerships in each of the nine high school clusters and in forming a region-wide CLD Strategic Partnership. We will build on the work illustrated in this report to progress an ambitious programme of work with partners over the next three years. This work will be intelligence led, driven by improved partnership working and greater integration of resources.

The service has invested considerable capacity over the last year to develop local partnerships in each of the nine high school clusters and in forming a region-wide CLD Strategic Partnership. We will build on the work illustrated in this report to progress an ambitious programme of work with partners over the next three years. This work will be intelligence led, driven by improved partnership working and greater integration of resources.

The CLD Strategic Action Plan will constitute a key strand in our drive to reduce inequalities within the Scottish Borders. It will support partners to work together, using early intervention and prevention approaches in tackling inequalities. Importantly it defines how third sector organisations, local community groups and public sector services in the partnership will provide CLD opportunities in the Scottish Borders over the next three years.

To create our CLD Strategic Plan we have developed a new CLD Strategic Partnership, along with local CLD Partnerships in nine Learning Communities. The commitment to partnership working required by all CLD partners to develop our Scottish Borders Plan has been exceptional. Many organisations have contributed to the Plan, and actions are now underway in all areas. Thanks to a grant from Education Scotland, 42 staff from 31 organisations took part in partnership training in outcome focused planning this year.

None of this would be possible without the commitment and enthusiasm of our workforce. A new staff structure has been finalised to deliver adult and youth learning. CLD workers have taken on new roles as Partnership Coordinators supporting the development of the local CLD Partnerships which are now established in each Learning Community. A range of training opportunities is also offered to paid and volunteer staff. This year three volunteers and one paid tutor completed intensive training to support adult literacies learning, achieving accreditation at SCQF level 6.

The service has focused on quality improvement throughout the year and as a result we are better able to evidence the impact of the CLD service. Two CLD staff have trained as associate assessors for Her Majesty's Inspectorate of Education (HMIe). CLD partners took part in a pilot Quality Review in Hawick in June. Using a peer review approach, and the "How Good is Our..." suite of Quality Improvement Frameworks, the review team were able to recognise and validate many examples of good practice.

Delivery of learning to increase employability of people of all ages continues. Particular achievements have included the growth of the Employability Provider Forum and movement towards High Schools developing local careers events. This year saw the first, and very successful, outward bound residential for young people on Activity Agreements.

CLD practice is based upon early intervention and prevention and we are pleased to contribute to development of a Substance Misuse Education pack, now available on GLOW, which will support prevention education in schools. CLD staff continued to contribute to Early Years Improvement Networks and the Early Years Collaborative. Four of our staff are now trained as Incredible Years Facilitators and have supported parents in parenting groups.

You can read more about the difference CLD makes to learners' lives in this report.

Oonagh McGarry
CLD Team Leaders - Adult

Norrie Tait
CLD Team Leaders - Youth

3. CLD SERVICE IN NUMBERS

HIGHLIGHTS

LEARNERS

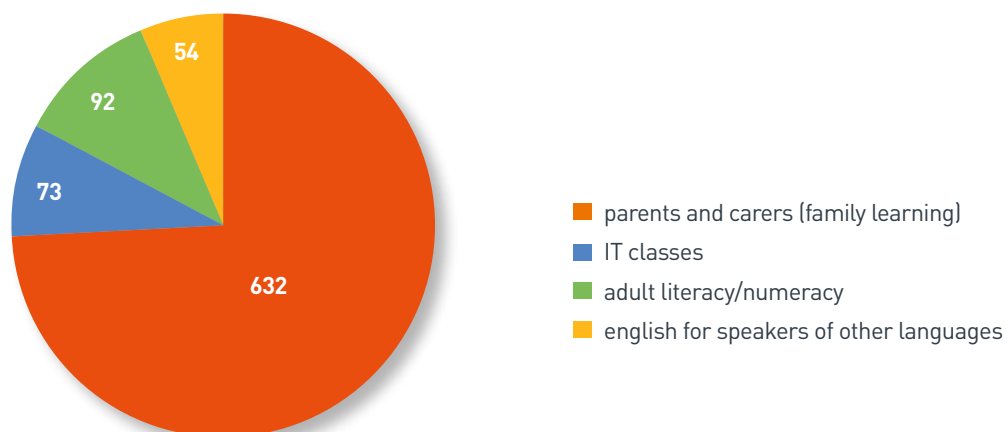
- More young people in Activity Agreements (248% increase)
- More young people volunteering (241% increase)
- More learners of all ages progressing into or through employment
- More adult learners improving their health and wellbeing
- Increased participation, achievement and progression in English for Speakers of Other Languages (ESOL)

CLD WORKFORCE

- 14 CLD service staff registered with CLD Standards Council

PARTICIPATION

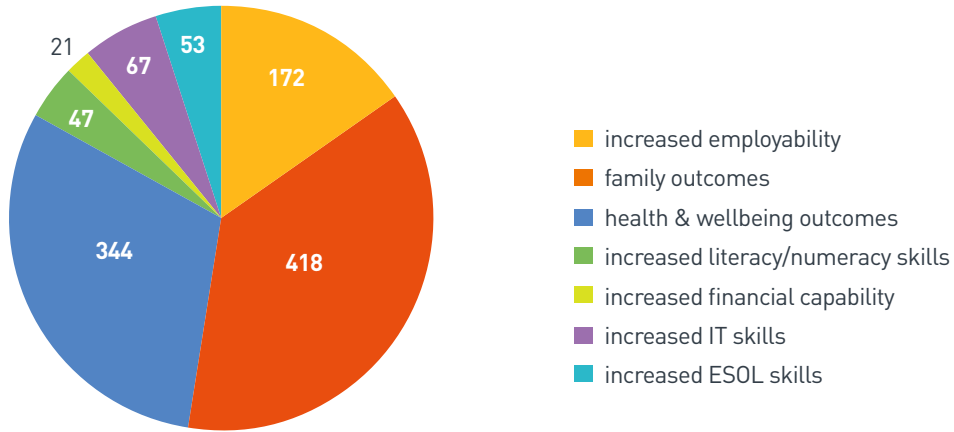
NUMBERS OF LEARNERS IN LEARNING OPPORTUNITIES (ADULT LEARNERS)



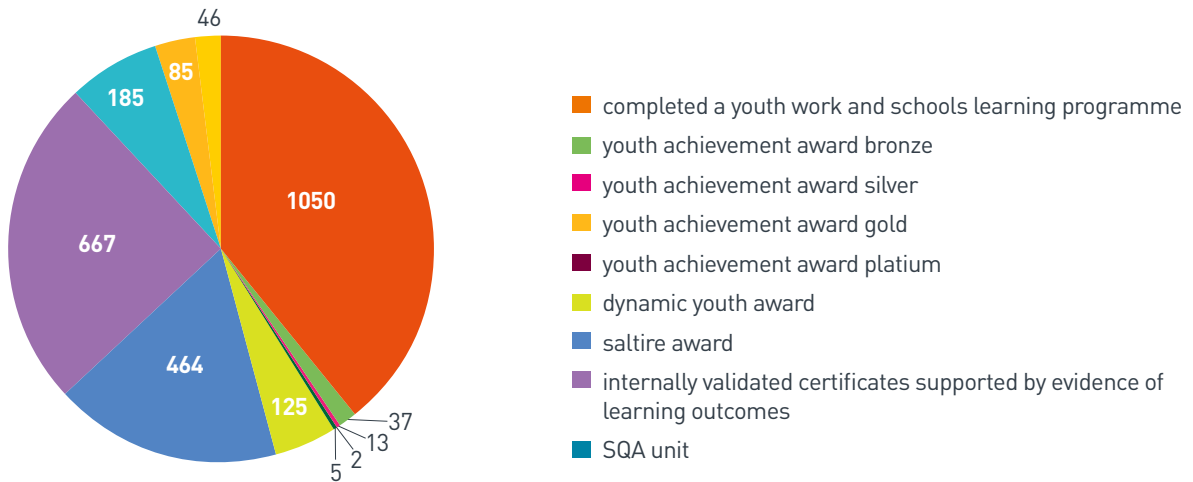
In total **2,426** Young People participated in a youth work programme or activity. 20,036 youth work opportunities were offered.

ACHIEVEMENT

NUMBER OF ADULT LEARNERS ACHIEVING

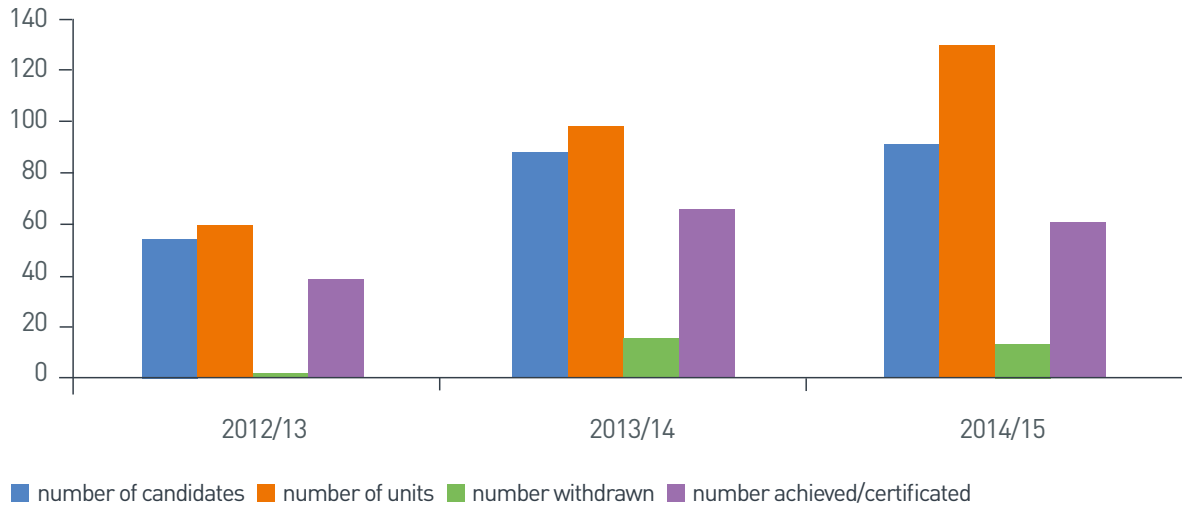


NUMBER OF YOUNG PEOPLE ACHIEVING



SQA UNITS ACCREDITED THROUGH CLD SERVICE (ALL AGES)

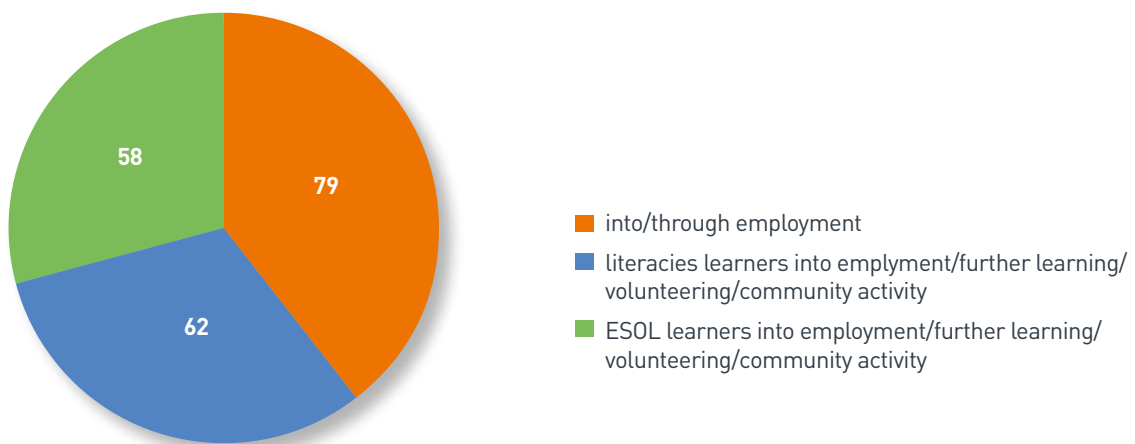
ACCREDITATION - SQA



Note: some SQA units are accredited through High Schools

PROGRESSION

NUMBER OF ADULT LEARNERS PROGRESSING



In total **579** Young People progressed into further learning opportunities.

4. BUILDING CAPACITY: DEVELOPING THE CLD STRATEGY AND LEARNING COMMUNITY PARTNERSHIPS

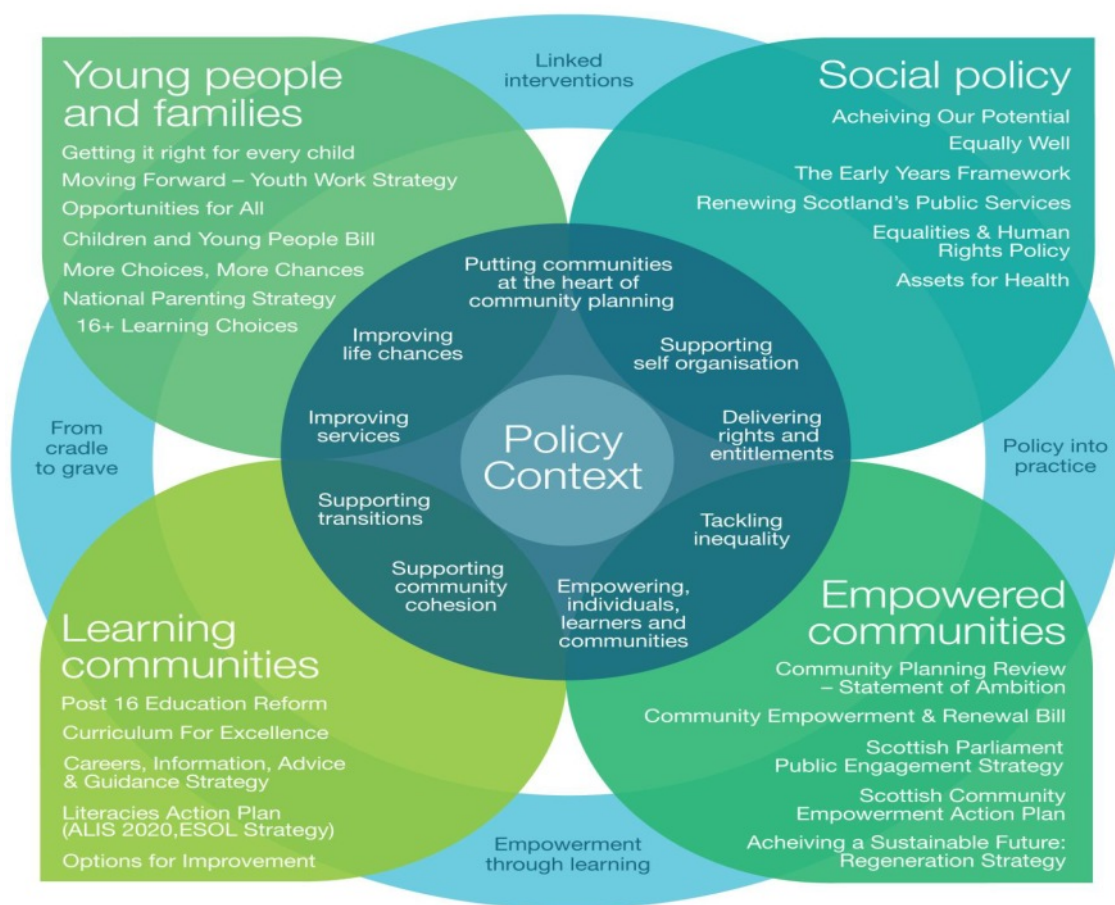
The Scottish Government's national strategic aims for CLD are to develop:

- Improved life chances for people of all ages, through learning, personal development and active citizenship
- Stronger, more resilient, supportive, influential and inclusive communities.

CLD Guidance and Regulations (Scottish Government, 2012 &13) place a duty on Scottish Borders Council to provide a three year plan for CLD. However the Scottish Government recognises that successful CLD delivery can only be achieved through partnership activity with third sector organisations and other providers of public services.

Local authorities are expected to support the development of partnership approaches in the delivery of public services. This involves providing leadership and direction for partners and encouraging cohesive partnership working. There should be a focus on the quality of CLD delivery as well as an appropriate means to evaluate service delivery.

The CLD local partnership model that has been developed in Scottish Borders supports the aspirations of the Christie Commission and the Community Empowerment (Scotland) Act. It involves people who live in learning communities shaping local services. With its focus on developing employability, particularly of young people, it supports the recommendations of Developing Scotland's Young Workforce.



REGIONAL CONTEXT

“By 2023, quality of life will have improved for those who are currently living within our most deprived communities, through a stronger economy and through targeted partnership action”
 Scottish Borders Community Planning Partnership Vision Statement

CLD partners have worked together in each of the nine Learning Communities to produce a detailed plan for their area. These nine plans have been collated to provide an overarching action plan for CLD in the Scottish Borders 2015-18.

The CLD Strategy directly supports the following SBC strategic priorities:

- Priority 2:** Improving attainment and achievement levels for all our children and young people, both within and out with the formal curriculum
- Priority 4:** Building the capacity and resilience of our communities and voluntary sector
- Priority 6:** Developing our workforce
- Priority 8:** Ensuring excellent, adaptable, collaborative and accessible public services.

The Strategy will also support the delivery of the following priorities as outlined in the Scottish Borders Community Planning Partnership’s single outcome agreement:

- Grow our economy
- Reduce inequalities.

In addition the Strategy will support the achievement of the priorities outlined in the Scottish Border's Children & Young People's Plan 2015 – 2018 which are:

- Raising attainment and achievement for all and closing the gap between the lowest and highest achievers
- Promoting the health and wellbeing of all children and young people and reducing health inequalities
- Keeping children and young people safe
- Improving the wellbeing and life chances for our most vulnerable children and young people
- Increasing participation and engagement.

FOUNDATION OF THE STRATEGIC PLAN

The strategic direction and partnership working in CLD is managed by the Scottish Borders CLD Strategic Partnership. For the purposes of this Plan, we use the term Learning Community to mean a High School catchment area. Each Learning Community has a local CLD partnership coordinated by an SBC CLDS Worker.

HOW WILL THE PLAN BE MONITORED AND EVALUATED?

- An annual partnership evaluation and quality improvement process
- Quality Improvement Framework suite "How Good is Our... School, Community Learning and Development, Culture and Sport, Third Sector Organisation"
- A multi-agency review team will undertake peer review in Learning Communities each year (piloted in the Hawick Learning Community in 2015)

WHAT HAVE LOCAL CLD PARTNERSHIPS DONE SO FAR?

- Analysed and prioritised local need using reducing inequalities data
- Mapped current CLD activity
- Identified gaps
- Consulted with learners and community groups
- Developed new/additional partnership actions to address these gaps
- Highlighted issues that still need to be addressed

WHAT WILL LOCAL CLD PARTNERSHIPS DO NEXT?

- Carry out their planned actions (plans available at http://www.scotborders.gov.uk/downloads/download/2695/community_learning_and_development)
- Identify current provision gaps and responses
- Continue to share information, network and seek out new options for joint working
- Continue to consult with learners and community groups
- Evaluate what's working well and decide on improvements



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5. HEALTH AND WELLBEING

see our website for more examples

FLYING START AND HEALTHY HAPPY KIDS

Introduction

Flying Start and Healthy Happy Kids were six week programmes delivered in Hawick, Langlee, Philiphaugh and Chirnside by CLDS in partnership with other agencies including Early Learning Childcare Centres, Home School Link Workers, Healthy Living Network and Nurseries. Flying Start is now being rolled out in other areas across the Borders.

Description

Parents and their children explored how children learn through play, communication, transferred learning, praise, healthy eating. Parents also shared ideas for learning. The discussion time with other parents and staff afterwards helps raise awareness about the important role of play in learning, the value of reading, listening and talking with children. Over the last year twenty five parents and their children attended the programme.



OUTCOMES

- Parents felt more confident to support their children's learning
- Parents engaged more with the school
- Parents were more aware of support services and further learning opportunities
- Parents increased their knowledge to make healthy choices for their children
- Parents increased their knowledge and confidence to use positive behaviour strategies

NEXT STEPS

- Staff are keen to make Flying Start an annual opportunity for families.

QUOTES

"I've changed my tone of voice and go down to their level when I need them to focus; keeping calm and letting them explain what they feel; my child now has 'storytime' for the first time."

"It made me realise how important play is, simple activity I could do at home"

"We talked about similar issues and shared ideas which helped me to think about problems I was having and how to sort them out"

"I have changed my tone of voice at bedtime; keep calm – not shouting at each other; praise the good!"

"When they ask a question and I don't know the answer I look it up with them and explain it in a way they understand"

"I don't have to tell her to go to sleep 100 times a night. She does it on her own – routine!"

"Trying really hard to listen to them and answer questions fully"

"Everyone was individually involved and we were treated as equals"

"We had a good group. It was informal and fun. We were comfortable to talk and we had a lot of laughs"



FRIDAY DROP IN

Introduction

The house management committee of Peebles Community Centre asked the CLDS worker to look at developing and delivering a programme of activities for adults who are mainly retired or semi-retired and live in the area.

Through partnership work with the SBC Older People's Community Capacity Building Team the group joined forces with a local veteran's football team.

Description

The group initially met on a Friday afternoon to take part in gentle sports activities, board games, card games and quizzes.

The joint group, both male and female, now meet every Friday to use the facilities in the Community Centre to enjoy badminton, indoor bowls, indoor curling, pool and walking football. Over the last year 21 women and 13 men took part.

OUTCOMES

- Participants benefited from the physical and social wellbeing aspects of being members of the group
- Participants are now less socially isolated
- Participants have formed new relationships
- Participants are now more physically active

NEXT STEPS

- Enhance the programme of activities to encourage the emotional and social wellbeing benefits of the group
- Encourage more members to take part
- Develop the walking football and take part in more local and national competitions

QUOTES

"I enjoy the banter"

"We can drop-in and come and go as we like"

"Walking football is not as easy as it looks"

"It's great to see some of the ladies here"



ME AND MY BABY

Introduction

The Me and My Baby programme at Drumlanrig Primary School supports parents to recognise the crucial role they have as their children's first educators. Me and My Baby groups run in a number of locations across the Scottish Borders.

Description

Me and My Baby is a ten week programme delivered by a CLDS worker at Drumlanrig Primary School. Parents came along to a session once a week with their babies aged up to 12 months old. The programme used Parents as Early Educators (PEEP) material and covered reading, playing, nutrition and child development. A total of 21 parents attended the two groups last year.

OUTCOMES

- Parents recognised the crucial role they have as their children's first educators
- Parents now know how to support positive children's development
- Parents improved their knowledge of health and nutrition

NEXT STEPS

Parents said they will:

- "Keep attending next term. The relaxed atmosphere of the group allows me to take in more and feel confident about asking questions"
- "Continue to help my baby develop and learn – would like someone to tell me about baby first aid"
- "I plan to go to more baby groups to socialise my child more"
- "Carry on with what I am currently doing with a bit more confidence and flexibility"
- "Carry on coming to the next session; maybe go to a baby massage class; first aid would be helpful"

QUOTES

"Met new people; gained more confidence in weaning baby; learned more about sleeping patterns/ routines"

"I have learnt about weaning – feel more confident with this. I've learnt that every baby grows different – don't feel pressurised to do things - e.g. weaning, just to keep up with other babies; how important it is to read and sing to baby"

"I have really enjoyed the group and have loved meeting up with new friends. The singing and stories have been good for the babies and they really enjoyed it"

"Enjoyed meeting other mums and their children, I feel I have made new friends and learnt things from their experience of parenthood"

"Sleep routines; about nutrition (how important it is to make and not buy baby food); baby massage"

"That all babies are different in their rate of development and in their preferences"

"Useful information on massage, sleep & nutrition; new songs to sing; new friends"

TRANSITIONS

Introduction

Transition programme for P7 pupils moving into S1.

Description

A joint transition programme for all P7 pupils was run across a number of primary schools in the Hawick and Earlston areas. The programme was delivered in partnership with CLDS, Schools, Voluntary Sector Youth Work, Police and Home School Link Staff.

The programme gave young people the space to consider their thoughts and feelings with regard to moving onto high school. The young people also had the opportunity to find out about other youth provision in their area. Similar transition programmes are delivered in a number of primary schools across the Borders.

OUTCOMES

- Young people are now more aware of their qualities and strengths in building and maintaining relationships
- Young people are now aware of support available to them
- Young people now have a better understanding of youth provision in their area
- Young people know staff from the High School

NEXT STEPS

- Guidance staff are considering joining the sessions next yearhelpful”

QUOTES

“I know who to ask if I have a problem in school”

“I enjoyed making my friend in my group”

“I won't judge people because of how they look”

“Liked every bit of it”

“I enjoyed finding out about what it is going to be like going to high school”



6. INCLUSION AND PARTICIPATION

see our website for more examples

S4 ALTERNATIVE LEARNING PROGRAMME

Introduction

CLDS in both Berwickshire High School and Earlston High School helped organise and deliver alternative learning programmes for S4 pupils who were not on study leave. The intention of both programmes was to help learners make the transitions to further learning, training or employment opportunities by meeting employers and further education establishments, taking part in new experiences and learning new skills.

Description

Both programmes were delivered over a four week period and provided the learners with a variety of activities and experiences to help them build confidence, develop team work skills and raise aspirations. Throughout the programme, young people were set a number of challenges and CLDS supported the young people to participate in these experiences and develop their learning. Partners involved included school staff, VOMO (Voice of My Own), Farne Salmon, Libraries, Citizens Advice Bureau, Edinburgh College, Northumberland College, SBC Modern Apprenticeships, The Red Cross, Reiver Recruitment, Borders Sport and Leisure Trust (BSLT) Active Schools, Scottish Fire and Rescue Service, Johnston's of Elgin and RUTS (Rural Urban Training Scheme).

OUTCOMES

In Berwickshire

- 19 young people evaluated their learning from the programme against Curriculum for Excellence outcomes
- All of the young people reflected that they now understood the skills required for team work and had improved their team work skills as a result of the programme
- 12 young people received a CLDS certificate of achievement for their commitment and active involvement in the programme
- The young people scored the programme highly (rating it 8 out of 10), and said they would recommend the programme to others

In Earlston

- Eight young people received a Dynamic Youth Award
- Seven young people received a RUTS certificate
- Seven young people received a certificate from Scottish Fire and Rescue Service
- Five young people received a Heartstart certificate

NEXT STEPS

- Both programmes will be evaluated with partners and learners to help develop programmes for 2015/16.

QUOTES

"We all participated; Great success"

"Thought it was good!"

"As you can see there is some parts we need to work on, but apart from that we done very well as a group"

"We don't often get a chance to work as a team in School, only in PE".

"Plenty variety"

"Good, but a lot of writing, looking forward to today" (RUTS)

"It was alright. Bad parts (paperwork) Good parts (practical)" (RUTS)

"I found the visit very interesting, I learned ... the passenger is more likely to get hurt in an accident" (Fire Service)



MY MAIN MAN

Introduction

The My Main Man course enables children in Primary 5 and the main men in their lives to spend quality time together in a positive learning environment. The intention of the course is to strengthen family relationships and bonds through jointly experiencing a range of activities.

Description

My Main Man was delivered in Burnfoot Community School over four one day sessions to four families. Group members took part in creative activities which enabled the children and their main man to work together, to get to know each other better and broaden their view of the world. Activities included a drumming workshop with Trash, shelter building with Instinctively Wild, craft activity with Museums and a day trip to Samye Ling in Eskdalemuir. 'Living with Parents' resources were also used. Post activity discussions included reflection on what group members learnt about themselves and their child from taking part in the activity.

OUTCOMES

- The men and their children have improved relationships through spending quality one to one time together.

NEXT STEPS

- The men involved are investigating setting up a fortnightly group.

QUOTES

'We're creating memories'
'It was fantastic..(child)'
'I've got to know more about my grandson'
'We don't get the chance to do stuff together ... this has been great'
'I'd like to do more of this!'" (child)

TRANSITIONS PROJECT

Introduction

Pupils from Selkirk High School (SHS), who opted not to attend the school residential, participated in a P7 transitions project instead. The intention was for the sixteen S1 pupils to use their experience of leaving primary school to help make the future S1 pupils feel more confident about their move to high school.

Description

The group reflected on what their hopes and fears had been for moving up to the high school to help them plan this transitions project. The group agreed three approaches to the transitions project – film, animation and photo collage. Self-selecting which project they wished to be part of, the group produced a transitions film with Voice Of My Own (VOMO), created three 'myth busting' animations and produced a photo collage showing the different experiences pupils at SHS can be part of. No group member had ever used film or animation before so, not only were they sharing their learning and experiences with peers, they were also developing new skills as well. The group screened their film to all P7 pupils when they visited Rowlands youth project as part of the Selkirk P7 transitions programme. The film was also shown to parents during the SHS parents evening.

OUTCOMES

- Sixteen pupils achieved a Dynamic Youth Award to recognise their learning and achievements
- All group members were able to identify the skills they had used during the programme and what difference the project made to them
- The photo collage is on display in the school canteen and the film uploaded to VOMO TV
- A smaller group of the sixteen pupils are now involved in a Resilient Community project in Selkirk

NEXT STEPS

- S1 pupils will be presented with their Dynamic Youth Award certificate along with the S1 pupils who attended the residential and gained their John Muir award.

QUOTES

"I enjoyed doing the animation and feel more confident"

"I enjoyed this project. I would like to do another short film in the future"

"I felt proud of myself"



INCREDIBLE YEARS

Introduction

As part of the roll out of the national Psychology of Parenting Programme (PoPP), CLDS workers are part of a multi-agency team of practitioners delivering Incredible Years Groups across the Borders. The team has delivered three Incredible Years groups to 19 families with a fourth one underway.

Description

This evidenced based parenting programme targeted parents of 3-4 year olds and aimed to strengthen parent-child attachment. Trained facilitators used video clips of real-life situations and practice exercises to support parents/carers and to trigger discussions, build confidence and increase problem solving.

OUTCOMES

- Of these families, 15 (79%) reported improvement in parent-child interactions, as measured by parental completion of a "Strengths and Difficulties Questionnaire" (SDQ).

NEXT STEPS

- The CLD service will continue to contribute to the multi-agency roll out of PoPP. One CLDS worker is undertaking Triple P training. The skill of CLDS Workers in engaging parents and carers will be fully utilised in supporting parents to access these evidenced based parenting programmes. These programmes work well alongside the less formal, learner centred family and parent learning programmes that CLD already delivers, enabling parents to opt into the learning that best suits their needs.

QUOTES

Parents and carers spoke very highly of the programme:

- 'I've got my son back'*
- 'it was only a tiny change for me but the effect was amazing'*
- 'I never realised that others were experiencing similar problems'*
- 'His dad is now using it with him too'*





7. DEVELOPING SKILLS

see our website for more examples

P7 ENTERPRISE EVENT

Introduction

This is a primary 7 transitions event planned and delivered by S5 pupils from Jedburgh Grammar School in October each year.

Description

S5 Pupils were recruited to lead on the development and delivery of the P7 Enterprise event. The pupils completed the First Steps to working with Children and Young People Course and were registered for a Saltire Challenge Award. Once the course was complete the pupils began to develop the programme of educational activities for the primary 7's and project manage the event. This involved organising the timetable for the day, booking the venue, going to meet with the P7 pupils, inviting them to the event and introducing them to what would take place, managing a small budget to purchase resources, risk assessing and evaluating the event and finally reflecting on their own personal learning.



OUTCOMES

for S5 Pupils

- Fourteen young people completed the First Steps to working with Children and Young People course
- Fourteen young people achieved a Saltire Challenge Award
- Fourteen young people made full use of and valued the opportunities they were given to improve and manage their learning and in turn they helped to encourage learning and confidence in others
- Fourteen young people represented their school and increased their self-worth and confidence

for P7 Pupils

- Fifty P7 pupils valued the opportunities they were given to make friends and be part of a group at the Enterprise Event
- Fifty P7 pupils valued the opportunity to carry out different activities and roles during the event which enabled them to identify their achievements, skills and areas for development.

QUOTES

P7 Pupils

- *"I liked the building game because I enjoy building things"*
- *"I can't wait to come up"*
- *"I can't wait for Home Ec"*
- *"Today was fun, epic and cool. My favourite activity was the sleeper train"*
- *"I had a lot of fun and there was lots of good activities"*

S5 Pupils

- *"today everyone had a growth mindset, a real feel of ethos in the atmosphere"*
- *"I was impressed with how smart and clever the P7's were"*

OPEN DOORS

Introduction

Open Doors is a CLDS intergenerational IT project in Peebles, delivered in partnership with Tweeddale Youth Action, Peebles Community Action Network and Peebles High School.

Description

The project took place every Tuesday at Peebles Community Centre. It provided a relaxed and welcoming environment in which mainly older learners received help with basic computing, the internet and emails. Learners used the centre PCs or brought in their own equipment on which to learn.

It also offered an opportunity for socialising and peer support. A soup lunch was provided by Tweeddale Youth Action volunteers. The Drop in was regularly attended by up to 8 learners and is growing in numbers.

OUTCOMES

- Learners have increased knowledge of basic IT
- Learners are now able to access the internet
- Learners are now able to send and receive emails
- Learners are now aware of and can access online learning opportunities
- Learners received and gave peer support
- Learners met new friends and enjoyed the social aspect of sharing lunch
- Young people learnt new skills in catering
- Young people gained experience in delivering intergenerational learning

COMMUNITY YOUTH VOICE (CYV)

Introduction

A group of young people from Langlee formed a young person's shadow version of the Langlee Residents Association (LRA) which will represent the voice of young people at the LRA meetings and wider.

Description

Community Youth Voice (CYV) supported the work of the Langlee Residents Association by developing a young person friendly version of the Association. It gave a voice for young people living in the Langlee Community and supported them to develop a sense of pride in their community and ownership of the project. Young people worked in partnership with TD1 Youth Hub. They supported the Langlee resilient communities programme and worked alongside Langlee Carnival committee. They carried out a survey on living in Langlee which showed mostly positive views on the area.

OUTCOMES

- Eleven young people engaged with the project
- Eleven young people reported increased confidence to speak out
- Young people gained Saltire Awards, Youth Achievement Awards and Dynamic Youth Awards
- A standing agenda item has been created at LRA meetings
- Increased sense of pride for other young people living in Langlee

NEXT STEPS

- CYV continue to work on joint campaigns with LRA

GREENLAW PRIMARY SCHOOL – NEW P7 TRANSITION PROGRAMME

Introduction

In Greenlaw Primary School a short P7 Transition Programme was developed by CLDS and the school, in response to young people's concerns regarding moving up to a big high school.

Description

Two groups of P7 pupils developed citizenship and personal development skills through organising a bake sale and a powerpoint presentation to a whole school assembly to support the work of the Royal Society for the Prevention of Cruelty to Animals (RSPCA). The second group organised a wildlife art competition and exhibition to further support the RSPCA in their work. The wider community was invited to the exhibition and a local business provided some prizes.

OUTCOMES

- Nine young people gained a Dynamic Youth Award
- Ten young people developed a personal learning plan
- Two young people from S5 in Berwickshire High School facilitated a Q and A session with P7 pupils
- Two young people achieved a Saltire Team Challenge Award

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) CONVERSATION CLASS

Introduction

CLDS ESOL provision is delivered in partnership with Borders College. There is a variety of ESOL courses available depending on the individual's need and ability. There is a single point of contact for all enquiries and after completing an initial form all learners are invited for an assessment where they will work with trained tutors who will agree what level class is best for the learner. Classes range from ESOL literacies through to Intermediate 1 certificated classes.

As learners may have to wait for an assessment session or for a suitable class to start CLDS has responded by introducing Conversation Classes in some areas where learners of all abilities meet together and get support with spoken English.

Description

Peebles ESOL Conversation Class met every Tuesday morning at Peebles Community Centre. It was regularly attended by up to six learners of mixed ability and nationality. It was a truly international group with learners from Bulgaria, Portugal, Spain, Korea and Brazil. The sessions were topic based and offered very practical English for everyday living. Topics covered included travel at home and abroad, health matters and the history of the Beltane Festival in Peebles.

OUTCOMES

- Six learners attended and evidenced improvement in their spoken English, both listening and speaking
- Six learners felt more confident in their ability to take part in everyday activities such as shopping, visiting the doctor and talking to the school.
- Six learners are now better prepared to take part in ESOL classes at all levels.

NEXT STEPS

- Roll out conversation classes in other areas where ESOL classes are delivered. There are plans for conversation classes in Gala, Peebles, Duns and Eyemouth.

QUOTES

"The tutor corrects our expressions and that is very useful for me because people can understand me better"

"It's very helpful to get common words that are used...like colloquial expressions"

"One of the learners in the class asks lots of questions and that really helps me!"

"We focus on different topics ..like local knowledge"

"We have time to work on pronunciation, it's not rushed"

"It helps that we all come from different countries, we help each other. It makes us try harder"

"The teacher understands what I want to learn and it is good that she is a woman so we can share more"

THE BOOK CLUB

Introduction

The Book Club was a project that supported parents and children reading and learning together.

Description

The project was delivered with primary 2/3 children and their parents/carers on a fortnightly basis in Philiphaugh Community School, Selkirk.

OUTCOMES

Ten parents and their children

- explored and enjoyed books together
- used books as a way to inspire creativity and activities
- developed language skills, written, spoken and reading

QUOTES

"I liked hearing the stories and chatting about it with ...[my child]" - Parent

"It's shown me how to involve my child in the story" - Parent

"It's given me ideas to use and now we make books a part of our everyday" - Parent

"Everyone is involved in a bit" - Parent

"Book club is great - I like making up developing book stories now" - Parent



NUMERACY GROUP

Introduction

The numeracy group was set up in Galashiels to support adults with the numeracy they would use in their everyday lives.

Description

A range of partner agencies referred learners in the Galashiels area for numeracy support to help them with their everyday lives. The numeracy group met weekly and small numbers allowed learners to work intensively on the areas of numeracy that were most important to them. Learning was geared towards increasing confidence and skills to use at work, in the community and towards finding employment.

OUTCOMES

- Learners reported increased confidence with their basic calculation skills
- Two learners have achieved SQA qualifications at SCQF level 2 and 3.
- One learner has now gained employment at a local call centre.

QUOTES

"I have noticed a real difference in my work. I'm much quicker adding up now."

"I never wanted to do it at school but I want to do it here."

"I feel I can concentrate more and I feel in control."

"My adding and subtracting skills have improved"

8. EMPLOYABILITY

see our website for more examples

ADDITIONAL SUPPORT NEEDS WORK EXPERIENCE & VOLUNTEERING

Introduction

The Learning Centre in Berwickshire High School had a number of young people with severe and complex needs. CLDS had been working with a core group there for a number of years, to overcome isolation in the school and to let them meet socially as a group out of school in a youth work setting. CLDS then progressed to working with them in school to increase their achievement and gain accreditation. The programme was to look at environmental issues and finding ways of reducing their carbon footprint. CLDS worked with the group to develop a Wildlife Garden in the school working in partnership with the school, Borders Forest Trust and Amey. The young people achieved a John Muir Award. CLDS then responded to a need identified by HMle – that these particular young people were not getting opportunities to take part in work experience.

Description

The young people took part in a six week volunteering/work experience each school term. They volunteered/worked at Ahlstrom's (a local paper mill), Boston Court (sheltered housing) and Paxton House (a visitor attraction). The young people took part in a variety of activities, such as clearing and maintaining trails, teaching games, janitorial duties and decorating. They also enjoyed an excursion to Paxton House to learn about what Victorian servants did and the conditions in which they worked. The young people considered the skills and qualities needed to take part in work experience and registered with Volunteer Centre Borders to record and award their volunteering hours through a Saltire Award.

OUTCOMES

- Five young people attended three different volunteering/work experience opportunities
- Five young people showed more confidence and an understanding of their skills
- Five young people recognised and demonstrated an increase in their communication skills
- Five young people registered for a Saltire Award and achieved approximately 40 hours volunteering
- Three young people completed a Bronze Youth Achievement Award
- Eight young people achieved a Dynamic Youth Award
- Eight young people achieved SCQF level 1 SQA Environmental Issues.
- Five young people completed a John Muir Award

NEXT STEPS

- Work is progressing through the Berwickshire Learning Community Partnership to address the issue of more positive destinations for young people with additional support needs aged 16+ by setting up a new Work Experience/Volunteering Project with local employers

QUOTES

"This was scary at first, but now I'm not so nervous to be here"

"I had a lot of fun today, chatting and teaching the ladies how to play UNO"

"I think I am good at decorating now"

"The cleaning was easy peasy – I liked the big floor cleaning machine"



BROAD GENERAL EDUCATIONAL GROUP

Introduction

Selkirk High School (SHS) and CLDS had been considering how to recognise and celebrate the successes and achievements of SHS pupils both within and outwith School. In addition to the range of celebratory events and accreditation schemes the school already hosts, it was agreed that the school should mark the end of the Broad General Education (BGE) for S3 pupils and the beginning of their Senior Phase

Description

A group of four pupils responded to a request made to S3 pupils to help celebrate the end of the BGE. The group consulted with peers, parents and staff over a six month period to produce a bespoke BGE certificate detailing pupil's achievements, including positive comments from pupils and staff. The group also organised a BGE assembly where the certificates were presented to pupils by the Head Teacher. A guest speaker and ex SHS Head Teacher spoke to the pupils about the meaning of achievement, the connection between hard work and achievement and the importance of making the most of opportunities to succeed. The ceremony culminated with a presentation of certificates to the pupils which was featured in the local press.

OUTCOMES

- Special recognition was given at the main school prize giving ceremony for the incredible amount of hard work and ambition the group showed in creating a ceremony which will now be held annually to celebrate third year students completing their BGE and moving on to Senior Phase. A new third year group will continue the development of the BGE celebrations with this year's group taking on a supportive role.

NEXT STEPS

- A new S3 group will be recruited next year to take responsibility for the BGE certificate and assembly.
- SHS is continuing to look at what other year group approaches can be put in place to encourage pupils to achieve

QUOTES

Sandy Aitchison, Executive Member for Education at Scottish Borders Council said: *"Congratulations to everyone who was present [at the assembly] to receive their well-deserved certificates in acknowledgement of all their hard work. I wish them well as they move on to the next phase of their education which I am sure they will approach with the same level of commitment and enthusiasm that they have shown over the past three years."*



9. OPPORTUNITIES FOR ALL

see our website for more examples

Much of the learning that CLDS Activity Agreements delivered was “pre-employability”. We worked with individuals and small groups on developing core skills, confidence and positive attitudes that are prerequisites for entering the job market. The move towards multi-agency “Opportunities for All” meetings in High Schools is developing a safety net for those young people most at risk of not securing a positive and sustained destination on leaving school.

CHRISTMAS ENTERPRISE

Introduction

The Christmas Enterprise Project was an eight week programme for young people aged 16+ years undertaking Activity Agreements. The project aimed to increase employability, leadership skills and budgeting skills.

Description

The young people attended the weekly enterprise group and took full ownership of the project, naming it “Cards, Candles and Cookies”. They decided what the products would be (Christmas gifts and cards), then they made and sold the products. They gained inspiration and ideas from the internet and social media and were all assigned specific job roles - production team, advertising team, quality control, team manager, purchasers, sales manager, sales team and finance team. Start-up capital costs were replaced by the money earned from the project and the profit went towards a Christmas lunch. The young people learnt about labelling, selecting and ordering, pricing, designing and displaying.

They contacted Heriot Watt University and Langlee Complex and arranged to set up stalls in both locations mid-December.

OUTCOMES

- Six young people attended
- Three young people began working towards Bronze Youth Achievement
- Excellent teamwork was evident and they sold all their products

Young people reported that they:

- increased core skills, including budgeting skills
- enhanced personal and social development.
- recognised an increase in their leadership skills and citizenship

NEXT STEPS

- The same project will run again this Christmas.

QUOTES

"I tried things I wouldn't normally do"

"I was really nervous selling down the street but actually enjoyed it"

"I learned I can finish things on time"

LEARNER JOURNEY

Background

Gary was a young person who, when I first met at 16, was on a social work behaviour order and had been asked to leave yet another school. I was first introduced to Gary through a meeting with his Social worker and Skills Development Scotland who referred him onto an Activity Agreement. At this time he had become known to the police, and was offending regularly, his main crimes were stealing. He had no qualifications, no friends and had also been subjected to bullying and was disinterested in everything. Gary had dyslexia and literacy problems but wished no support to read or write. He was diagnosed with attention deficit hyperactivity disorder (ADHD) and at first refused to take his medication regularly. He shied away from support in all these areas.

Activity Agreement Support

I began working on trust and building a reliable and supportive relationship with the young person. We worked on ways to remind him to take his medication daily and this had an effect on how he responded to certain things. I met with Gary weekly for a 1:1 meeting and he attended a confidence and health and wellbeing programme at the hub.

We attended Meetings Around the Child (MAC), regularly updating all services with what we were doing and working on. I identified that Gary loved bikes and in his spare time enjoyed trying to build new bikes from old parts. Gary had never had a new bike and through the Activity Agreement budget we bought him his first ever bike. This was an emotional moment for Gary who said "I have never had anything like this bought just for me, new still in the box". We built up a relationship of trust and I found him more willing to try new things and attend new groups and events. Each step he took encouraged him to look at his life and the opportunities he had and what he could get involved in. He was now engaging in activities and keen. In the year he was on an AA he took part in many activities such as an outward bound residential. He gained several awards such as a John Muir award for Conservation, two Bronze Youth Achievements, as well as having a major role in a Voice of my own (VOMO) film. He was introduced to the Beyond Boundaries Project where he worked on breaking down some of his barriers in an outdoor forest setting. He was given the role as the treasurer in our Christmas Enterprise Project helping his confidence and developing trust.

Progression

Gary moved on to a Stage Three Training Provider, the Social Enterprise Chamber. With their support he was interviewed and successful in securing employment in a large long established business based in the Borders.

QUOTES

"I cannot thank everyone enough who have helped me to change, I am proud and I want to make you all proud"

OUTWARD BOUND RESIDENTIAL

Introduction

In November 2014 Activity Agreements for the first time offered an Outward Bound Residential experience to six young people on the programme. Some of the young people had never been outside the Borders and the experiences they were exposed to were new, positive and for some life changing. They felt included, respected and part of something, making friendships that are still as strong today.

Description

The facility was in Ullswater in the Lake District. The young people travelled by minibus and stayed from Monday to Friday in dormitory accommodation. They took part daily in canoeing/kayaking, mountain climbing, camping and team building exercises which included learning about the environment and orienteering. They were responsible for the whole group's equipment that had to be checked in and out every day. They had to be in certain places at certain times and were responsible for ensuring the whole group was together and ready to start with instruction. They ate in the canteen with other groups of varying ages and at the end of the week carried out a short presentation which required each young person to stand in front of another group and explain what they had learnt and experienced.

OUTCOMES

- All the young people worked towards a John Muir Award in Conservation and obtained a level 1 certificate.
- One young person won a Scholarship to attend the Outward Bound Trust three week programme in Leadership.
- On evaluating the time spent away not only did young people feel more confident but identified that they wanted to try new things and enjoyed being taken out of their comfort zone.
- Of the six who attended, three went on to secure a place at their local College, one went to work within a local business and the remaining two are still on an Activity Agreement.

NEXT STEPS

- The Outward Bound trip was an overwhelming success and we hope to organise another one in 2015/16 for new young people on Activity Agreements.

QUOTES

"It changed my life"

"I don't want to go home"

"When can we go again?"



10. FUTURE PLANS

In the coming year we will continue to deliver a range of adult and youth learning opportunities across all nine Learning Communities in Scottish Borders.

In addition we will:

- Implement the CLD Strategic Action Plan priorities and further develop the Learning Community Partnerships
- Contribute to Developing Scotland's Young Workforce, including piloting new aftercare provision for young people on Activity Agreements
- Further roll out partnership agreements with third sector youth work providers
- Borders Youth Voice became part of the CLD service in summer 2015. We look forward to supporting more young people to have a voice both locally and nationally.
- Develop a partnership approach to implementing the National Youth Work Strategy and the Statement of Ambition for Adult Learning
- Work with adult learners to develop mechanisms to feed views into the national "Learner Voice"
- Work with partners to build capacity to engage with new powers contained in the Community Empowerment Act
- Work with Borders College and partners to welcome and support Syrian refugee families in Scottish Borders



CONTACTS

FOR MORE INFORMATION ABOUT COMMUNITY LEARNING AND DEVELOPMENT PLEASE CONTACT US AT THE ADDRESS BELOW.

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